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The Playground

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SETH THAYER STEWART
EDITOR

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The Playground

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The Children's Festivals Committee of the Hudson-Fulton Celebration Commission has received an appropriation of fifty thousand dollars with which to make it possible for the children of New York City to participate in the pleasure and lessons of the great celebration to be held from September 25th to October 9th.

Memorial exercises in all the public and private schools will be held on Wednesday, September 29th, and thirty thousand dollars has been set aside for children's parades and carnivals of play on Saturday, October 2d, in all parts of the city of New York.

Workers are now engaged with headquarters at 1133 Broadway, Manhattan, and 180 Montague Street, Brooklyn, in making plans and suggestions which will make it possible for the friends of children throughout the city to prepare them for this pageant of play. Any child from four to eighteen years of age may take part—in the morning in small playgrounds, and in the afternoon of October 2d in large parks and playgrounds, so far as the Park Department permits this to be possible.

The first part of each presentation will be historic, representing the customs of the different peoples who have in succession occupied the city of New York, and the second part will be a carnival or congress of nations, representing the social and civic customs here and abroad so far as individuals and societies may train their children in their plays to thus take part in a pageant showing the beautiful and the useful, the games and dances, customs and costumes of their respective fatherlands, in one united pledge of loyalty to Uncle Sam and Father Knickerbocker. The third part will be a children's international exposition.

Any one individual may train and dress twenty children for one phase of the pageant, while a society may train many different groups of children. Women interested in the pleasure of children, and big brothers and sisters, may turn part of this summer's play into a preparation for this great celebration.

PLAYGROUNDS IN PORTLAND, ORE.—

PLAYGROUNDS IN PORTLAND, OREGON.

BY VALENTINE PRICHARD AND BERTHA
DAVIS.

Three years ago the Institute Club, which conducts the People's Institute (of which I am Superintendent), petitioned the Park Commissioners for the use of two blocks of one of the parks situated nearest our most needy district as a children's playground. This request was granted, together with a donation of \$400 for equipment, and the supervision of the playground and the task of equipping it was placed in charge of the Institute Club. This club pays the playground supervisor and the city furnishes a special officer who is on duty there each day. Last year a third block was donated for the use of the older boys as a baseball ground. The co-operation of the Park Commissioners and the Institute Club, who work thru a special Playground Committee, has been most harmonious, and we hope to start several more playgrounds in the near future, as we now have a State appropriation which can be used for that purpose. We have no playground association, as the Park Commissioners have taken the initiative and are specially interested in this work, it is doubtful if an association will be necessary.

VALENTINE PRICHARD.

REPORT OF MISS BERTHA DAVIS, SUPERVISOR.

THE report of the playground work for the summer of 1908 is encouraging from two points of view: "Attendance and Results Attained," so far as we can measure results in social work. As to the first, I give the figures for the two years so that we may compare them:

	1907.	1908.
Average daily attendance....	90	205
Average constant attendance....	40	65
Average age of girls.....	9	7
Average age of boys.....	7	5

In last year's report I noted the absence of children over the age of twelve (12) years, due to their employment in the fruit canneries. This year we had quite a number over that age, due to the lack of employment, consequence of the panic. Increased attendance was also due to the large number of families with children who live in the furnished rooms in the neighborhood.

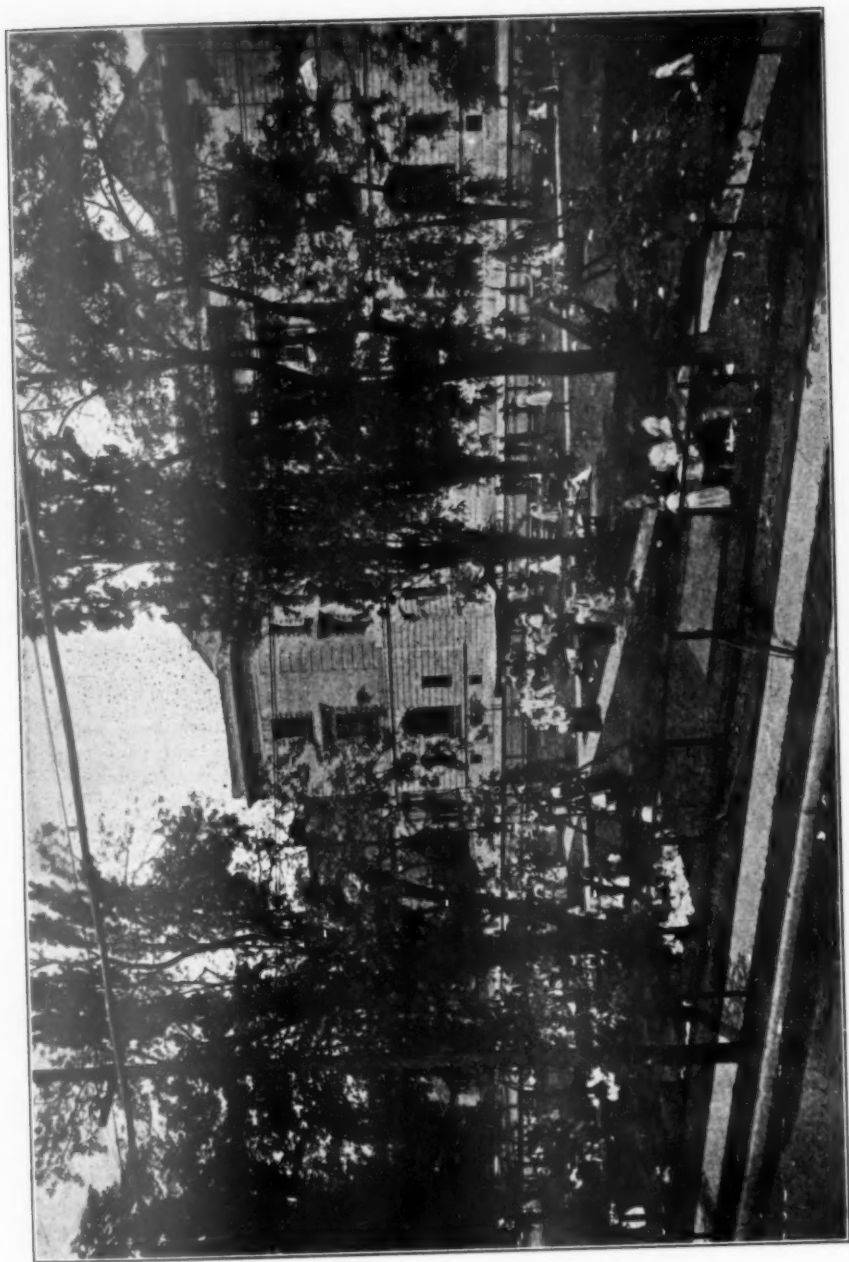
Our playground population is still largely cosmopolitan in character, as we have representatives from America, Japan, France, Germany, Syria, England, Ireland, Scotland and China.

The health of the children was excellent, only minor ailments calling for attention. We were especially fortunate in our freedom from accidents.

In addition to the regular playground work, your supervisor added the duties of community nurse, taking care of the children while the busy mothers went shopping, to the dentist or to the doctors, refusing only to take care of the very small babies, having had no previous experience with colic and other infantile disorders.

Last summer we had visitors from Japan, Honolulu, New York, St. Louis, Texas, San Francisco and our neighboring States. One thing especially noticed in American children is their extraordinary faculty of asking questions. Our visitors were interrogated as to their age, income, cost of clothing, residence, industrial status, church affiliation, showing the unconscious drift of the childish mind towards economics. It was with some difficulty that this "questioning habit" was directed in another channel. As against this habit, may I cite the unselfish spirit of the children in their games. Another thing is worthy of mention in this connection, for which I can find no better name than their "play intelligence." In the crowded foreign quarters of Chicago, with which I have been familiar, the

—PLAYGROUNDS IN PORTLAND, ORE.



PEOPLE'S INSTITUTE PLAYGROUND, PORTLAND, ORE.

PLAYGROUNDS IN PORTLAND, ORE.—

children did not know how to play; it was necessary to teach them, but our children know how.

With a caretaker in charge of the grounds their appearance was greatly improved; he also kept the apparatus in repair.

We endeavored, however, to make the children understand their responsibility in the matter, and organized a "Clean Playground League," with each child a captain. The pasteboard badges with "C. P. L." written upon them were proudly worn as long as there was a scrap left so that they could be pinned to the dress of the child. We are planning to have buttons of better wearing qualities for the next season. The fascination of organization and high rank of captain for each, with no common soldiers in our army appealed to each child. We recorded but one exception to this appreciation, a spirited little girl who was a willing worker and did her share of the cleaning until her mother forbade her, as a man was hired for that purpose.

The apparatus was kept in constant use, the swings and sand boxes being most in demand. The favorite occupation of the latter was the maintenance of bakeries, whose doughnuts and cookies were so popular that the little bakers could not find time to fill any orders for common, every-day bread.

The class work this year was more easily organized than the previous year, although the basket work did not seem to be quite so popular. This season the little workers transferred their attention to embroidery, sewing and making school bags out of burlap with a design and initials worked on them in cross stitch. The leather handles were bought, and the sixteen little owners were the proudest children in the playground. So interested were the children in their work that it was difficult at times to prevail upon them to play

games, even the smaller children were anxious to do something.

While fewer children made baskets, their work was most creditable, considering their ages. In this class we had the assistance of a member of the Portland Basketry Club, who sent a member once a week. We are also much indebted to Mrs. Vogan and Mrs. Armitage, whose help in the embroidery class was invaluable. Splendid work was done by the children; two girls embroidered and finished shirt waists, others embroidered hats.

Some of our visitors may remember the doll in the exhibit last year that was dressed in a nurse's uniform, and recall the disappointment of the little mother when it failed to take the first prize. In her distress she took the dress from the doll, tearfully declaring that she would never try again. She not only tried again this year, but with so much success that her piece of embroidery took the first prize. The development in this child's character is worthy of comment. The first year she was not only irregular in attendance, but slovenly in appearance and in her work. This year she was regular, industrious, neat and patient; how much of the improvement was due to the playground influence we can only surmise, but it is most encouraging.

Another feature that must be reported was the regular attendance of our Syrian neighbors who came regularly, bringing their sewing and crocheting. One of them would bring her small hand sewing machine, and the amount of work she accomplished was astonishing. Their neighborliness was encouraging, and we were able to teach them American ways of dressmaking. Several of the women who had no previous instruction expressed a desire to learn how to sew and a teacher was secured. One made several garments and was extremely proud of her success.

- THE THIRD PLAY CONGRESS

Our doll family was somewhat neglected, only seven little mothers feeling any responsibility as to their children's wardrobe. National costumes were the style this year, so our dolls were German, Italian, Chinese and Dutch dressed.

The social side of our vacation life was not neglected, and we must record two afternoon parties for which the children furnished the refreshments.

When the time for our exhibition came the children wished to decorate the booth. This meant a trip to the woods for ferns and greens. This furnished an excuse for a picnic for which our friends provided the luncheon. Our exhibition was a great success, not only for the children and the workers, but for the parents as well. The attitude of the parents indicates in a large degree the strength of the playground influence. It was a neighborhood center in the true sense of the word. Advice was given and sought, confidence was exchanged and the spirit of friendliness maintained by the parents towards the workers is truly a treasure for our casket, and we regard it as one of the most valuable assets.

The accident to our co-worker, Officer King, deprived the playground of his supervision; as he could not go to the children, they went to him, taking flowers and fruit during his convalescence. I really believe that the children enjoyed the accident as it gave them an opportunity to show Mr. King how much they cared for him.

The real test, however, of our summer's work cannot be outlined in this report. We must follow our children into their homes and into the schools. If they are more attentive, more obedient, show greater application and concentration, our work has been worth while. If, on the other hand, they are less attentive, less obedient, careless and

slovenly, our summer's work does not respond to the test of efficiency in a satisfactory manner.

THE THIRD PLAY CONGRESS.

BY WILLIAM H. STEVENSON.

THE people of Pittsburgh owe a debt of gratitude to the officers of the Playground Association of America and to those who were instrumental in having the Third Annual Congress meet in this city. Great interest was manifested in every phase of the playground movement by many of our citizens, who expressed themselves in terms of the highest appreciation of the results accomplished by the association.

The Play Festival held in Schenley Park Friday, May 14th, was attended by over twenty-five thousand children and thousands of "grown-ups." Good music, the national folk dances, the games and plays of this immense number of children and the careful arrangement of every detail for their comfort and pleasure made this festival a model for similar outdoor festivals in other cities.

The members of the Citizens' Committee, having the arrangements in regard to transportation and care of the children at the parks, and also a general oversight of the entire festival, were greatly interested and faithfully performed the duties devolving upon them. Not an accident occurred to mar the pleasures of the day.

It was an inspiring spectacle to witness thousands of children taking part in their plays and games amid the beautiful surroundings of the park, many of the children living in remote sections of the city, visiting for the first time in their lives this beautiful pleasure-ground of the people.

The Advisory Committee of the Pittsburgh Playground Association, having

THE THIRD PLAY CONGRESS—

in charge the arrangement for Festival Day, is composed of representative business and professional men, but few of whom had been heretofore interested in the association, the work having been done principally by the women of the city. As a result of the festival, a large body of prominent citizens are now enthusiastic and ready to promote the interests of the Playground Association, especially to the end that the work may be brought before the public in such a way that it will receive the recognition it deserves and the municipal support necessary for the establishment, equipment and improvement of playgrounds in every section of the city.

As a result of the Play Festival, the Business Men's Advisory Board of the Pittsburgh Association has been stimulated to take action in regard to the use of the public schools, as recreation, educational and social centers during the winter months.

At a recent meeting a committee was appointed to arrange for a public meeting early next fall to consider the matter.

The Pittsburgh Association has accomplished a great deal by way of providing for the recreation and education of the children on the playgrounds and at the vacation schools during the summer months.

The permanent buildings erected on some of the playgrounds are also being used for the children's recreation and instruction during the remainder of the year, but much more should be done and can be accomplished by using the public school buildings as recreation, educational and social centers throughout the year, or at least through the fall and winter months. This has been done in New York City with great success.

Recently Rochester, New York, has

utilized its schools in this way with most satisfactory results.

Pittsburgh citizens get a very inadequate return for the large amount of money invested in school property, the school buildings, as a rule, being used only five hours a day for five days a week during ten months a year, this use is confined to the pupils and teachers only. If the buildings were open to the pupils, their parents, elder brothers and sisters and people generally, for on six evenings of the week during eight or ten months each year, the return to the taxpayer on the investment would be more than doubled without taking into consideration the benefit to the community.

Each school could be made a club house for the district in which it is situated, in it both old and young could find enjoyment and instruction. Free lectures and concerts could be given and instruction in many useful lines be provided. Meetings for civic improvements could be held and a reading room and branch of the Carnegie Library could be established.

The expense would be a small additional compensation for the janitor and an increased salary for a teacher to take charge, also for light and heat. The results, however, would be so satisfactory and valuable to all the people of the community, that they would not object to the small additional tax.

It is our hope that the National Playgrounds Association will hold another Congress in Pittsburgh in the near future, fortunate, indeed, is the city in which these sessions are held.

I regard as incalculable the impetus given the movement in this city by the sessions of the National Playground Congress. The mayor, city officials and members of councils attended the meetings and Play Festival, and we now feel assured the work of the Pittsburgh Playground Association will receive the municipal recognition it deserves.



WILLIAM H. STEVENSON
Chairman, Advisory Board, Pittsburgh Playground Association

THE PSYCHOLOGY OF PLAY—

A STUDY IN THE PSYCHOLOGY OF PLAY.

BY FRANK A. NAGLEY,

*State College Secretary of Y. M. C. A.
in North Dakota.*

(Continued from last month.)

INSTINCT AND HABIT IN PLAY.

ALL animal life comes into the world guided by native instincts.

Instincts are inseparably bound up with the physiological processes. They represent structurally preformed pathways in the nervous systems which always tend to perform certain unconscious acts in a certain way when excited by environmental stimulus. Every sensation forms a pathway or groove in the nervous system which extends from the sense organ to the brain. Another sensation of the same kind wears the groove deeper and the pathway more distinct. Nervous currents always prefer those pathways which have been previously employed rather than make new ones. This tendency is the basis of habit. Habits in the adult life are transmitted to the child thru the inherited physiological organism in what we call instinct. The longer a habit or characteristic has been in a race, the deeper will be the inherited pathway in the nervous system and the stronger will be the instinct to respond naturally in the same way to the same stimulus.

The child has a prevailing instinct to play or to make his activities agreeable. This has long been in the race and perhaps will always remain. The reason for its permanence lies in the fact that this neural pathway is used throughout life, becoming deeper and more fixed and then finally is transmitted to the next generation. Instincts are subject to modification. Different environment may change the expression of the instinct and sometimes almost suppress it. Instincts are changed by reason and experience. Early in life conscious memory becomes active and when the

child remembers that an instinctive action did not produce agreeable results, he begins to suppress the impulse; but when he remembers that the reaction was agreeable, he continues the activity and the nervous pathway becomes deeper and more firmly fixed. Thus, instinct tends to transmit the play life of one generation to the next thru the neural pathways formed by agreeable activity.

Closely following instinct in child development is habit. Habits are instinctive reactions which have been modified by environment and experience, and which have become fixed in the organism by repeated actions. Every sensation connects nerve centers with muscles and tends to produce muscular activity; this activity may be limited within the cortical centers or extend from one extremity of the body to the other. Every sensation thus transmitted leaves a neural pathway which becomes deepened as recurring similar sensations are experienced. Soon the pathways become so fixed that sensations react and produce activities without consciousness; then we have habit. The childish impulse leads him toward agreeable activities in the form of play. These activities are modified by the child's own will and by his memory of previous experience with his environment. When the same play activities are repeated they become habits. If the play life of the child is in the open, amid wholesome surroundings, and with appropriate self-developing facilities, he will form habits of fairness, sincere co-operation, and self-advancement. On the other hand if he plays in the alley, under dark stairways, or on forbidden ground, he will develop habits of trespassing, secrecy, and resistance to order. Moreover, when a habit once becomes fixed, it takes more than a moral decision to change it, because it has become physiologically a vital part of the organism. Whenever one comes in con-

—THE PSYCHOLOGY OF PLAY

tact with the temptation after a habit has been fixed, the action is performed almost without consciousness. When a child, who is always full of impulses, forms his habits he subordinates a certain line of impulses to a fixed system, while the opposing ones are neglected. When he wishes to break this habit, he has found that the impulses which were originally on the opposite side have been either lost or become inactive through disuse. Thus it is apparent why it requires consistent conscious attention in order to change or remove a habit. No amount of good resolution or reformatory attitude of mind can change the neural activities when once they have become fixed. New habits must be instituted to take the place of the old. The one tempted ought to be removed if possible from the environmental stimulus. Tapering off does not destroy the habit; it is too deep. The activity must be stopped entirely. Then it is conspicuously plain why habit when once fixed is seldom changed. Thus also is apparent the need for wholesome environment, if the right kind of habits are to be formed and kept up. Since young children form most of their self-expressive habits on the playground, we can see the self-evident opportunities lying open to make good men and women by directing the play activities of children while they are forming their life habits.

IMITATION IN PLAY.

Very early in the life of every individual the play instinct takes on imitative characteristics which are potent throughout life. This instinct for imitation is the same in play as in other activities, and is a large factor in helping the child to assimilate the characteristics and thoughts of his elders. Whatever children see their parents do, the impulse comes to them to try their powers on the same thing. Children unconsciously assimilate the character-

istics of their surroundings without ever thinking that they are imitating. The girls play "house," make mud pies, take care of dolls, manufacture make-believe clothes, all because they are unconsciously imitating their sisters and mothers. The boys play "horse," "store," "saloon," run automobiles and steam engines of their own make, because they have seen their fathers do these things. Small boys play marbles, baseball, football, and carry on various athletic activities because they have watched elder boys engaged in these sports. At the same time the boys are seldom conscious that they are imitating, but are enthused by the self-expression of their own powers. Imitation is an axiom of life. If people on the street are walking fast, one quickens his pace unconsciously. Some take on the "fads," manners, language, tone of voice and even facial expressions of the group with whom they associate, and not only do not intend to do so but even strive to do something different from the others. As imitation comes through suggestion, these suggestions come to the child in play in many different forms. Suggestion may come through the advice of parents or teachers; it may come in the act which he sees others perform and which he himself admires; it may come through one's own inferences from what he sees and hears; "even our own acts," Coe says, "tend to repeat themselves" in the form of habit. What the child will imitate in his play life will be determined by what he admires in his environment.

CONSTRUCTIVENESS IN PLAY.

Closely allied to imitation is an instinct for constructiveness. This instinct, which is well exemplified in play, shows the constructive nature of the child. This self-expressive impulse to build something or discover something is always apparent. The boy in his play

CHICAGO PLAYGROUNDS—

builds boats, wagons, wind-mills, engines, barns, dams, etc. This is play because it is self-expressive and agreeable, but becomes work when not spontaneous. Here the boy often develops the natural bent of his mind which shall guide him thru life. At the same time the girls play making beds, setting the table, making tea, constructing a new hat or play taking piano lessons. Sometimes to an economical parent this constructive element in children may seem destructive, but psychologically the impulse is the same. A girl may tear a new feather-duster to pieces in order to make a new hat, or a boy may break a window pane in order to get a piece of glass for a toy microscope or a glass house; yet the impulse is constructiveness. Such play activities offer unlimited opportunities to teachers, parents, and playground instructors to direct the course of self-expression and to mold the chief characteristics of sane aggressiveness and practical constructiveness which shall largely determine the destiny of the child.

REASON IN PLAY.

Children employ the same elements of reason and judgment in play that they do in work. Reason is purposive thinking employed to execute some plan, solve some problem, or overcome some difficulty. These reasoning processes are just as vivid and perplexing to one in childhood as in later life. They involve most of the psychical operations, such as conception, memory, desire, instinct, judgment, imagination, perception, interest, feeling, etc. The habit one forms in reasoning does not only affect any one decision, but becomes the regular way of arriving at all conclusions. A child must make a decision in his play at every turn. He must decide on a plan; what moves to make in order to execute the plan; what to do if his plan is thwarted by his opponent. He must think quickly, ac-

curately, and conclusively if he is to be successful. If he chooses to play in secrecy rather than openly, it is because he has decided that there he can best accomplish his end. If he decides to win regardless of whether or not he has to use foul means, it is because his desires conflict with his ideals and he reasons that winning is worth more to him than right methods. If he desires to be mean and cruel to other children, it is because he has decided that in this way he can best show his strength and superiority. If he is unsubmitive to rules, order and resents social obligations, it is because he does not reckon in his reasoning that the best freedom for himself will be gained by promoting the social whole. Thus play, if rightly directed, offers an opportunity to develop the reasoning faculty along lines of moral uplift and physical and social betterment. Sometimes one so becomes a victim to bad habits that his reason cannot, or does not regulate his will.

(To be continued.)

METHOD OF OPERATION OF THE MUNICIPAL PLAYGROUNDS, CHICAGO.

BY THEODORE A. GROSS, SUPERINTENDENT.

By municipal playground, I refer to those that are directly under the control of the Special Park Commission which is a regular department of the municipal government and not connected in any way with those playgrounds conducted by the three large park boards, namely, The Lincoln, West and South Park Commission.

By an act of the City Council in the year 1899, the formation of the Special Park Commission was authorized, its object being to furnish the city with a comprehensive system of small parks and playgrounds; it is composed of twenty-one members, nine of which must be members of the City Council, the remaining members citizens of professional and business ability. The

—CHICAGO PLAYGROUNDS

members are appointed each year by the mayor and serve without compensation.

The commission maintains this year thirteen playgrounds, two bathing beaches and other forty small parks and triangles.

The funds for the establishment and maintenance of these parks, beaches and playgrounds are appropriated each year by the City Council. The appropriations have steadily increased each year from \$10,000 in 1900 to \$187,000 in 1908.

The municipal playgrounds are located in all parts of the city, the commission not being restricted to any particular section or boundary limit within the city. The grounds vary in size from $\frac{1}{2}$ to $2\frac{1}{2}$ acres; the average size being about 200x200 feet. The playgrounds are usually laid out in the following manner: each ground is divided into two sections or play spaces—one, which we term the playground proper, is equipped with such play apparatus that any child may use without directions or instruction. In this space the sex are segregated, each having their own set of apparatus. The other section is called the athletic field, and is equipped with gymnastic and athletic apparatus and in some instances running track and baseball field. This section is reserved for the older patrons, as a certain amount of instruction is necessary for the proper use of the apparatus equipment.

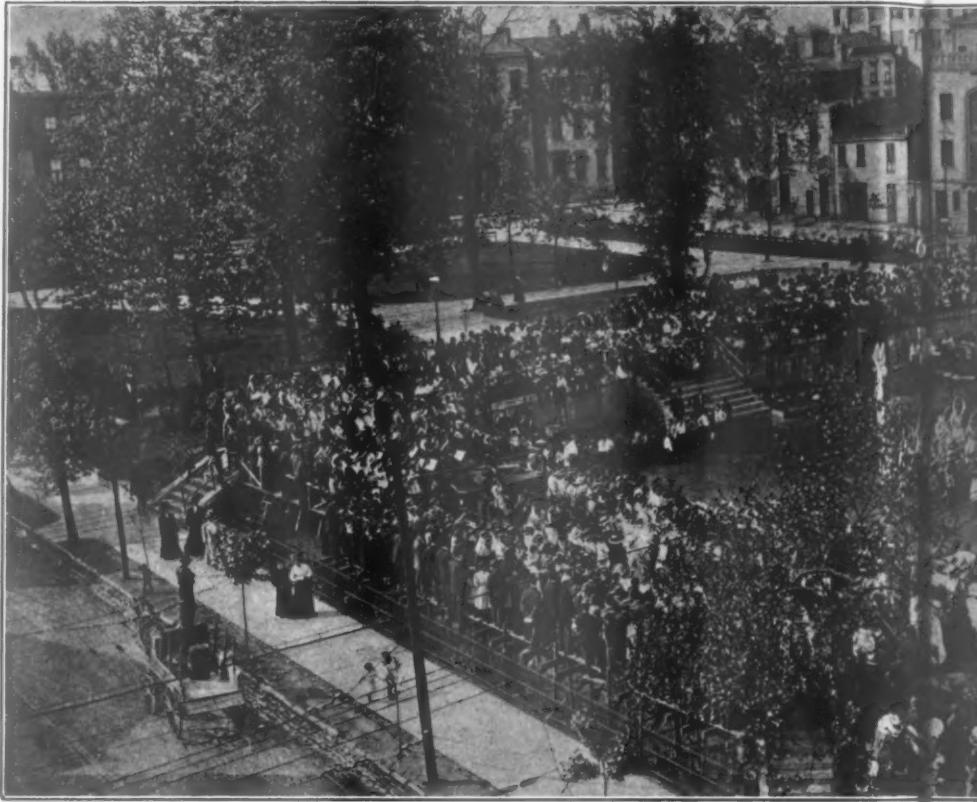
The buildings are mostly of frame construction, contain toilet rooms, director's office, storeroom, and in some playgrounds kindergarten room and shower bath. On either side of the main building is an open shelter platform and sheltered sand court. The buildings are usually erected in the center of the playground, separating the playground proper from the athletic field. The playgrounds are open on week days from 9 A. M. to 9 P. M., Sundays and holidays from 1 P. M. to 6 P. M. throughout the entire year.

Each playground is under the care of a trained director, who, in addition to taking care of the grounds and apparatus and maintaining discipline, gives instruction in athletics, gymnastics and games, organizes baseball and football teams, and takes the initiative in any other sports or activities within the scope of rational physical training. A city police officer relieves the director at each ground at meal times and assists in maintaining discipline during the evening. In the larger grounds one or two laborers are employed for the entire year to take care of the flowers, trees and shrubbery, keep the grounds in good condition, but in the smaller grounds extra laborers are employed for two months only during the school vacation. A lady kindergartner is also employed at each playground during the summer months to look after the interest of the small children, teaching games and kindergarten exercises, organizing classes in sewing, raffia weaving and other industrial work.

The Commission furnishes free of charge the rough material for this work, the children being permitted to keep same after it has been worked into fancy and useful articles.

We believe that a playground should not only be what the name implies (a place to play), but they should also be schools of character where some attention is given to the moral makeup of the children as well as to their physical needs. A play space with a fence around it and a few pieces of apparatus for equipment has little to offer toward the development of good citizenship, if it is not placed under the supervision of a competent director or teacher. A certain amount of free, undirected play is desirable and essential to the physical development of every child, but if left entirely to themselves they are very apt to overdo, or I might say overplay, in their desire for particular games and activities may lead them to a one-sided

A PLAY FESTIVAL AT LYTTLE PARK



Picture supplied by A. G. Spalding Bros.

THIS IS THE PLAYGROUND THAT PRESIDENT TAFT ENJOYED AS

physical development. If their play be organized they will take greater interest in it, and the director or teacher is given a splendid opportunity to study the needs of their moral training.

Athletic and gymnastic contests are arranged each summer, in which teams from all the playgrounds take part; prizes are occasionally awarded to the individuals showing the most skill and to the teams showing the greatest number of points in the contest.

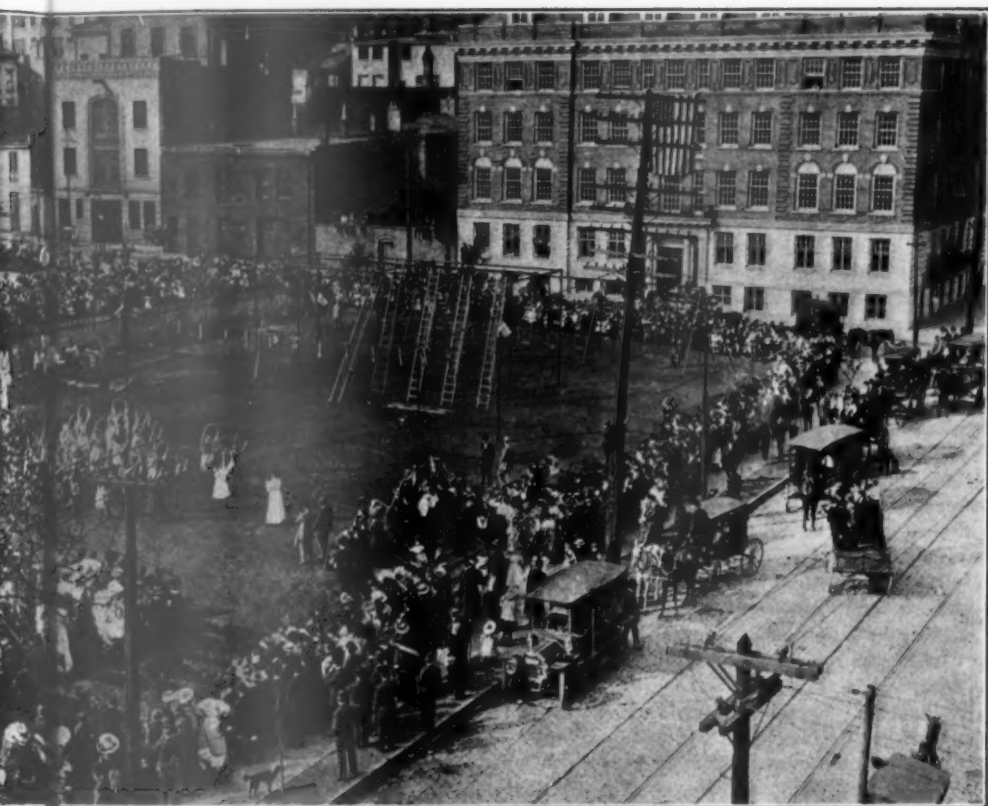
Everything possible is done to foster the playing of team games, as the many lessons of self-sacrifice, co-operation and co-ordination that are taught by

team work is an important feature of the playground work.

Prize contests are also arranged for the small children; the contests are held each year at the close of the school vacation at each playground. The exercises and games are selected to suit the different sex and age groups. Each participant winning the first, second or third place in any event receives a prize consisting of some article or plaything dear to the juvenile heart. The prizes are purchased out of a special fund, which has been secured each year through private subscription.

All of the work in the municipal play-

LYTLE PARK, CINCINNATI, OHIO



ENJOYED AS "A FINE THING FOR THE NEIGHBORHOOD."

grounds is conducted out of doors. No indoor gymnasiums, club rooms or assembly halls can be provided because of lack of funds. However, some steps in this direction are now being taken. In all of the newly constructed playgrounds the field house will contain a large room where the kindergarten work will be carried on the entire year, using the room during inclement weather. The work will consist of organizing classes in sewing, raffia weaving, calisthenics, folk dancing and light apparatus work. The rooms will also be utilized as reading rooms and club rooms.

Shower baths are also being pro-

vided in grounds that contain ball field and running track. These will, however, be used only by the teams and not for the use of the general public.

Another step that probably will be taken is the employment of an attendant in each playground during the six summer months (May 1st to November 1st) to look after the cleaning of the buildings and grounds, relieving the directors of this work. The directors will then be able to give more of their time and attention to the particular work for which they were engaged. It is the object to have each director devote certain hours

NEWARK, N. J.—

each day to particular groups of children.

As soon as the weather becomes cold the apparatus is taken down and the grounds made ready to be used as a skating pond, and from December until April thousands of children make use of the playgrounds for skating, tobogganing and other winter sports.

A rigid discipline is kept at the playgrounds at all time and the general conduct of the patrons is to be commended. Where hundreds of children congregate there is bound to be more or less quarreling and such other minor offences committed. The directors are always on the alert for just this sort of thing, and the offenders are quickly caught and disciplined by being denied the municipal playgrounds for such length of time as the nature of the offence would warrant; usually the suspension for a day or two has the desired effect; the early return of the transgressor asking for forgiveness and promising better conduct in future, which promise is faithfully kept.

The number of accidents and injuries that occur in the playground when compared with the large attendance is very small. Those that occur are usually minor ones, which in spite of eternal vigilance are inseparable from playground operations. The directors are experienced, administering first aid treatment, and medical supplies are always kept on hand.

The average attendance at each playground is about 600 per day, or approximately 18,000 per month. The male attendance slightly exceeds the female attendance. The total for the twelve playgrounds during the last year being over the 2,000,000 mark.

The average cost of constructing and equipping a municipal playground, not including the purchase of the land, was in previous years about \$5,000. This, however, can no longer be done. In addition to the increased cost of construc-

tion the advent of the new recreation centers established by the large park boards has set a pace in recreation facilities which the city, although on a less expensive scale, must follow. Our plans now call for an expenditure of from \$10,000 to \$20,000, according to the area of the ground.

The average cost of operations is: salaries, \$1,400; maintenance, \$1,600; construction, \$10,000; making a total of \$13,000.

PLAYGROUND ACTIVITIES, NEWARK, N. J.

Self-government, through which the young people learn the principles of good citizenship, receive practical instruction in municipal government, and, incidentally, assist in the care of their play places.

Juvenile Police Departments.

Juvenile Sanitary Departments.

Juvenile Fire Departments.

The publication of the playground *News*.

Wireless telegraph stations on two grounds erected and operated by boys.

Window Box Gardening.

Manual Training in a small way.

First Aid to the Injured Classes.

Rope Splicing. Pyrography.

Two Playground Orchestras.

Amateur Theatricals, the nucleus of a Children's Theatre.

Debating Clubs. Mock Trials.

Free Moving Picture Shows.

Basket Making. Walking Trips.

Civil Service Examinations.

Two Playground Courts, where offenders are brought to trial before juvenile judges.

Holiday Observances, generally under the auspices of some playground club.

One Housekeeping Club.

Patriotic Clubs.

Eighteen Athletic Clubs.

Two Charity Clubs.

Two Literary Clubs.

Circulating Libraries.

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Sewing, Embroidery, Needlework,
Raffia Work, Folk Dancing, Ring
Games, Story Telling, Kindergarten.

Two Milk Stations for the Distribu-
tion of Modified Milk.

A Public Dental Clinic.

Shower Baths.

WM. J. McKIERNAN, Custodian.

THE SCHOOL PLAYGROUND AS A NATIONAL EDUCATIONAL FACTOR.

By LOUIS W. RAPEER, Sc.B., M. A.,
*Professor of School Administration,
University of Minnesota Summer
School.*

I. The school playground as an educational factor has received very little consideration by educators in the past, and yet the playground is potentially a factor of the greatest importance. To be sure, Plato and Froebel long ago asserted that play was the most characteristic spontaneous activity of the child—was the child, in fact—and that it provided the best natural stock of native interests and capacities upon which to graft the habits of action, thought and feeling approved by the educator. But the ordinary school director is not influenced by Plato or Froebel in purchasing school sites, nor is the teacher himself, outside the kindergarten, much influenced by their great thoughts and deeds.

The school is still quite largely a place for sitting still in a seat eight or nine months of the year and for silently cramming book abstractions under the eternal dictatorship of the teacher. The most important instinctive bases of the child's life are ignored; adult standards and adult methods are thrust upon him; his interests and natural growth are supposed to revolve about books, silence, passivity, generalizations and inactivity. The school room is still intensely individualistic in a growing co-operative, industrial age; and our

children are not supposed to learn morality, social co-operation, leadership, initiative, self-direction, and the art of making friends, by *doing*—by genuine self-expression in action—but by inaction and absorption.

The playgrounds, which, from the child's standpoint, is the greatest laboratory for experimental citizenship we possess, is neglected by most teachers, and often, in our cities especially, is not large enough, as to actual space for play, to merit consideration. In fact, over half of our public schools have but a fringe of land about the school building for the children to play on, and it is the rare school that has a gymnasium or play space in the school rooms. If, perchance, there has been left a playground of modest size it has generally been provided by our far-sighted directors for later building enlargements. And even this space, soon to be built upon, is as bare of apparatus and play tools for the children as the desert of Sahara—not so well equipped as the Sahara, in fact, since it would provide a great sand pile, at least. The teachers, especially the women, rarely venture out upon this restricted play space, even though, as Dwight L. Perkins says, they are "not only under-paid but they are under-played." And the children in many of our city schools prefer to sit in the school rooms at recesses rather than venture out on the crowded, un-directed, playless playground.

Not long ago some high school boys were warned about going into cigar stores and pool rooms at intermission because of the bad habits certain to be formed there. The leader of the boys answered the principal, superintendent and school board member in about these words: "Where shall we go? You give us no playground; we are not allowed freedom in the schoolhouse; and we are in serious need of some unhampered fellowship with each other. Tell us of a

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better place to stay." These school authorities had brought home to them by this lad, I think, something of the significance of this almost inhuman treatment of vigorous boyhood in our cities. Had the principal, superintendent and director dared to answer as they thought, they would have been obliged to answer: "It is ours and the people's fault, not yours."

What are the results of our neglect of the playground as an educational factor? In the first place, the health and the normal physical development of the children suffer. Our schools are great breeding places for weak lungs, flabby, pipestem arms and legs, weakened eyesight, nervousness, anemia (especially in girls, due to undeveloped heart at a critical period of life) and general weakened constitution and physical inco-ordination. The school life not only does not promote health as it should, but it actually forces out bad instincts through nerve fatigue and compels some of the best powers to atrophy.

One has only to read the reports of careful medical supervision and inspection of school children in our cities, or to glance through a scientific treatment of the situation, like Gulick's book on "Medical Supervision" or the anthropologist Tyler's "Growth and Education" to see that American education does not put first things first, and is not giving the American child a square deal. In his book "Man in the Light of Evolution," in the chapter on "The Evolution of Our Social Environment," Professor Tyler puts the school situation thus:

"We seem sometimes to have forgotten that the aim of school and college is not primarily *learning*, but the development of strong, well-balanced men and women, who can bear the burdens and do the work of their own place in life, and meet the emergencies of a complex civilization. The chief

business of the lower grades (below high school) should be to promote healthy physical growth. The body of the young boy and girl demands more care and attention than the mind. *Pulmonary*, rather than *cerebral*, capacity is the best promise of future usefulness. Playground, garden and gymnasium can help more than desk and recitation. Both are needed, but the physical is first; afterwards that which is mental and spiritual."

The medical profession has the same view. Prof. Newton, writing in a late number of the *Journal of the American Medical Association*, says:

"Our present ill-advised system of public instruction is constantly defeating its own ends and turning out invalids, cranks, and 'bookful blockheads, ignorantly read,' simply for the want of a well balanced curriculum of instruction according an appropriate place for *physical* education."

And here again, is Herbert Spencer's testimony on the school situation written fifty years ago and still to the point. Spencer says, at the end of his chapter on the need of physical education:

"Our general conclusion is, then, that the ordinary treatment of children is, in various ways, seriously prejudicial. It errs in deficient feeding, in deficient clothing; in deficient exercise (among girls at least); and in excessive mental application. Considering the regime as a whole, its tendency is too exacting; it asks too much and gives too little. In the extent to which it taxes the vital energies, it makes the juvenile life much more like the adult life than it should be. It overlooks the truth that, as in the fetus the entire vitality is expended in the direction of growth and as in the infant the expenditure of vitality in growth is so great as to leave extremely little for either physical or mental action, so throughout childhood and youth *growth* is the dominant require-

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ment to which all others must be subordinated; a requirement which dictates the giving of much and the taking away of little—a requirement which, therefore, restricts the exertion of body and mind to a degree proportionate to the rapidity of growth—a requirement which permits the mental and physical activities to increase only as fast as the rate of growth diminishes. . . .

Instead of respecting the body and ignoring the mind we now respect the mind and ignore the body. Both of these attitudes are wrong. We do not yet sufficiently realize the truth that as in this life of ours the physical underlies the mental, the mental must not be developed at the expense of the physical. The ancient and modern conceptions must be combined."

II. Are you not now ready to agree with me, and to act on the conclusion, that our school systems of to-day are not well balanced, to the loss of physical power? Our educational system was wrought out in the main by childless monks living an ascetic life in monasteries, who *reversed* the Greek system of physical above mental, and went to the extreme of mental, to the exclusion of physical education. What we need, and what we are going to get, is a better balanced system of child culture, that will take the child as *he* is and our complex civilization as *it* is, and harmonize and adjust the two in a humane, scientific manner.

If what has been presented seems pessimistic, let us remember with Horace Greeley that "to be conscious of a need or a deficiency is to be far on the way whereby we shall at last overcome it."

And there is plenty of evidence that we are soon to overcome our deficiency and have a truly balanced educational system. In the last few years we have witnessed the awakening of the physical consciousness of the race which has lain dormant since the time of old

Greece. Hygiene, public and personal; school sanitation; public parks, gymnastic training; folk dancing; medical supervision; manual and industrial training; vacation play schools; the school as a social and recreation center; attention to the home conditions of the children; vacant lots associations for gardening; and home, school and municipal playgrounds have received more attention in the last five years *than in all the past five centuries put together*. National and international organizations have been formed to promote the idea expressed by Browning when he wrote,

"And soul helps not body more
Than body helps soul."

Among these organizations are the International School Hygiene Association, the Playground Association of America, the National Industrial Education Association, the American Social Education Congress, and the National Playground Associations of Germany, England and Italy. Educators, sociologists, scientists, statesmen, our increasingly powerful women's clubs of the country, and even the business men and politicians are becoming interested in a vital, practical way in bringing the child back into his own world. It is estimated that last year fifty million dollars were spent in the United States alone in providing play facilities for children, where there had been but thousands spent before. Luther Burbank has given us his book on "The Training of the Human Plant." Ex-President Roosevelt has expressed his feelings in a number of letters on the need of play and playgrounds, in one of which he says, "Playgrounds should be provided for the child as much as schools"; and again, "The neglect of this matter is to our discredit as a people."

A great many professors of pedagogy in our colleges are keeping their children out of school entirely till the age of nine or ten to play and prolong their

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infancy instead of shortening it. These children are generally stronger in most of the school work after their first semester than the children of their own age.

There are half-time schools where children work at books in the morning only. The afternoon is given over to outside play, gardening, and industrial work of various kinds. The scholarship of these children is in no way inferior to that of those who spend all their time in their narrow seats.

The juvenile court judges of the country are all ardent believers in the playground movement, and Dr. Favill, president of the Chicago Tuberculosis Institute, says that one good playground in Chicago will do more to prevent the great white plague of consumption than all the physicians in the city.

And, lastly, we have the testimony of the child-study specialist on the educative and social value of play for children. Professor Dressler of the University of California has this to say: "One of the most urgent needs of our schools is better equipment for playgrounds; for free play is *one of the highest forms of manual training*. Playing ball and tennis are better organizing agents for the larger and more fundamental adjustments than any sort of work in wood and iron. Our notion of manual training should be so broadened that it should consist not only of shop work, but of many kinds of field work, and abundance of regular playground experience."

The child psychologist holds that "play is not simply for fun and health; it is demanded by nature as the most natural and helpful process looking toward physical and spiritual enlargement and unification." He shows that play and manual training serve almost the same purpose except that play furnishes more opportunity for self-expression and is far cheaper and that manual

training is perhaps a little closer to industry in later life.

III. Can we not agree, then, that this movement for playgrounds is part of a world movement and that we as educators should be leaders in the movement? Cannot we agree that play, especially organized play under skilled supervision, is education? I believe we can; and we can point out the following definite educative features:

1. Play is physical education of the best kind; it is natural; it is joyful, and it is recreative, far more than gymnastics, which have been proved to cause more brain fatigue than arithmetic.

2. Play is the best form of manual training; it puts motor activity and sense stimulation first, and is the best organizer of the fundamental bodily coordinations. Nature knows best.

3. Play is a great health producer. It is the best protection against tuberculosis, which carries away one out of every six or seven of our people. It provides for normal physical development and makes the children strong enough to endure the indoor confinement that school children and an increasingly large number of adults in our city life are doomed to suffer.

4. Play is good moral training, because it teaches the ethics of the deed. It is experience and opportunity to act in the living present that we must furnish our children, not preachments and generalizations. What Christ said to adults is true of children: "Ye must be doers of the deed if ye would know the doctrine."

5. Play is excellent *social* training in leadership, co-operation, courage, the making of friends, self-denial, and acting from *social motives* and real interests. It transforms the gang into the group.

6. Play is mental training, as we have shown, and it furthers the mental training of the schoolroom by keeping the children in better shape to do it.

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7. Play is *social* economy. It decreases juvenile crime. At Hull House Jane Addams, Allan Burns and others made a juvenile crime map of a section of Chicago. A map of the residences and number of cases in the juvenile court before the parks and playgrounds were put in was compared with one showing the same after the playgrounds had been in use three years. It showed a remarkable thinning out of juvenile crime—thirty per cent. within a half mile of the playgrounds. Since we spend three dollars in this country for taking care of our criminals to every dollar spent on charity, education and religion combined, we see what a saving playgrounds will bring to society.

8. Play is a good form of nature study, for it is outdoors most of the time, deals with real things and persons, and will be real nature-study in the school garden and geography excursions, which are all play to the child.

9. Play is for the child religious training. The child learns to appreciate and to love his brother and to act with a fine, emotional sense of joyous at-oneness with the universe. "He who loveth not his brother whom he *hath* seen, how can he love God whom he *hath not* seen."

IV. Now for the practical outcome. I write not to furnish an academic discussion of the philosophy of play, but to offer a catalogue of reasons for play development, what is being thought and done in the work, and to suggest several practical lines of activity. We have all become pragmatists these days and want to read or listen to get guidance for action.

1. In the first place, each teacher, as a leader of social progress in the community, should study play directly at his own school, in the best books, and, retrospectively, in his own experience. Johnston's little book on "Education by Plays and Games" and "American Play-

grounds," by Mero, are the best books; "Growth and Education," by Tyler, and "One Hundred and Fifty Gymnastic Games," by the Boston Normal School, are also good. Hall's book on "Youth," and the magazines "The Playground" and "Hygiene and Physical Education" are very helpful.

2. Next we should work to establish a standard of school playground by legislation, ordinance, or board rule. This standard size should be at least one city block, about three hundred feet square. This will provide for a skating pond through the winter, a school garden, and a large group game space in summer. If the school board cannot acquire such space then the community should do so through special tax assessment.

3. Next, apparatus and play tools should be put in. Children must have things to handle and by which to handle themselves. Most of such apparatus can be constructed by the teacher or principal and the boys. The janitor is always ready to show his handicraft, learned on the farm in Norway or Sweden, and the cost need not be great. Turning poles may be made of fir posts, set in the ground with iron pipes thrust through holes near the top and as high from the ground as the boys wish. The pipe should be a good grasp for the boy and may be six feet long. One piece ten feet long with three posts will make two good turning poles. Ordinary couples on the end will keep the pipes from coming out. Put up eight or ten for the boys and two or three for the girls. Earn the money by community enterprise or form a playground association and have your dues five dollars a member.

4. Educate your community by circular letters, speeches and public discussion. Start with some simple apparatus and demonstrate its usefulness. The boys will soon be performing their

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twenty-five different stunts on the turning poles. Get your architect interested and work to get expressions from your superintendent.

5. Continue your apparatus work with the erection of swings, slides, climbing spars, teeters, sand courts for the little children, giant strides, basket ball goals, parallel bars, merry-go-round, if possible, climbing ladders, traveling ring, etc., such as may be attached to the large combination apparatus shown in the playground equipment catalogues. The catalogues will give you many ideas of construction, even if you do not wish to pay their fancy prices in all cases. Erect your apparatus about the edge of the playground, thus leaving your large center for baseball, circle games, pullaway, and such games.

6. Join the Playground Association of America and get its monthly magazine.

7. If you are in a city, work for a department of school hygiene, which will take charge of play and playgrounds, medical supervision, sanitation, the health of teachers and pupils, and all that pertains to health and growth.

8. Put into your course of study such a graded series of indoor and out door games as is furnished teachers in St. Louis, Rochester, Boston and elsewhere, and give regular time to these games. Boston now takes an hour a week as a part of the regular program for games, besides the recesses, physical training period of ten or fifteen minutes daily, and the two-minute recreation game, or action-song between recitations.

9. Urge other teachers to go, and go yourself, upon the playground and engage heartily in the children's play. Be with them enough to keep right influences dominant, but do not become an overseer, a boss, or policeman. On the playground you will see the children as

they really are, as animals, not as scholars. All their good and bad characteristics come out, and the general tendency with you present will be an upward one. See your playground as a laboratory of citizenship.

NEW PLAYGROUND PAMPHLETS PUBLISHED BY THE PLAY- GROUND ASSOCIATION.

No. 68. Folk and National Dances, by Luther H. Gulick, M.D.

No. 69. Playground Construction, by Lorna H. Leland.

No. 70. A Safer, Saner Fourth of July. Report of Conference of Municipal Delegates at the Playground Congress.

No. 71. Bibliography on Play, by G. E. Johnson, and Stories for Children, by Maud Summers.

PLAYGROUND HAPPENINGS.

BY LEE F. HANMER,
Chairman Publication Committee.

The Washington, D. C., *Times* announces that thirty-one playgrounds will be opened in that city as a result of the "Button Day" held on June 21st. The "Buttons" bore the photograph and signatures of President Taft, with the words, "I am for Playgrounds." They were of six varieties and sold at different prices as follows: Black, 10 cents; green, 25 cents; blue, 50 cents; red, \$1.00; silver, \$5.00; gold, \$10.00. The canvassers were carefully selected by the committee in charge and each wore a badge. Many of the objectionable features of "Tag Day" were eliminated.

A playground benefit was given in Scranton, Pa., on May 26th, by the Cathedral Minstrels. There was a chorus of 150 voices.

Superintendent Emerson, of the Buffalo Public Schools, has endorsed the movement to use the public school yards for playgrounds during the summer months.

—PLAYGROUND HAPPENINGS

The will of Mrs. Mary E. Perkins, who died on February 16th, contains a bequest of \$5,000 to the city of Brockton, Mass., for public playgrounds. The City Council has made an appropriation of an additional \$1,000 for playgrounds.

Mrs. Henry Hanna and her daughter, Miss Mary Hanna, have donated to the city of Cincinnati property valued at \$25,000 for a public playground. This property is located in one of the most crowded sections of the city. An old factory now occupies the site. This is the second block to be cleared of buildings for playground purposes in Cincinnati this year.

The newly appointed Playground Commission of Camden, N. J., is opening five playgrounds this summer.

The good work accomplished at Dayton's first recreation center is meeting with the approval of the citizens. Evidence of this is the general request that school yards should be kept open as playgrounds during the vacation season. It is reported that the school authorities will open thirty-one such grounds this summer.

The alumni and friends of Horace Mann School, in New York city, have pledged the sum of \$20,000 for the establishment of a model playground in connection with the school.

The Zabriskie Memorial Playground in Newark, N. J., was opened on June 19. This is reported to be one of the best equipped playgrounds in the State. It was given by Mrs. Zabriskie as a memorial to her husband.

Fresno, Cal., is raising a fund by popular subscription for the support of their first venture in playground work. Sixteen hundred dollars has been pledged for this purpose.

At the recent meeting of the Ministerial Association of Fort Wayne, Ind., the following resolution was passed: "Resolved, That we most heartily endorse the work of the Playground Association and recommend it to the support of our people."

Among the new features of the playground work in Louisville, Ky., this year will be a meeting every two weeks for mothers. At these meetings a physician or trained nurse will talk to the mothers on some phase of hygiene in the home or the care of children.

The first public playground for Moline, Ill., was opened on June 17th under the auspices of the Mothers' Club. A playground association has since been formed.

At a special town meeting held in Methuen, Mass., on June 2d, an appropriation of fifteen hundred dollars was voted to buy land for playground purposes.

The Playground Orchestra of the Newton Street Recreation Center in Newark, N. J., is making a great reputation for itself at neighborhood entertainments. The orchestra gave a concert at the Recreation Center on Memorial Day.

At a meeting of the Park Board of Omaha, Neb., on May 30th, the first appropriation for municipal playgrounds in that city was made. The playgrounds up to this time have been supported by voluntary contributions through the efforts of the local playground association. Superintendent of Schools William Davidson is president.

Public playgrounds are being opened this summer in Saratoga Springs, N. Y., for the first time. The Mothers' Club is financing the undertaking.

STORIES FOR CHILDREN.

COMPILED BY MAUD SUMMERS.

FOR THE YOUNGER CHILDREN.

- ANDERSON'S FAIRY TALES.—Translated by Mrs. E. Lucas. Published by E. P. Dutton & Co., 31 West 23d Street, New York City.
- DONEGAL FAIRY BOOK.—Saemus MacManus. Published by Phillips Publishing Company, 341 Fifth Avenue, New York City.
- ENGLISH FAIRY TALES.—Joseph Jacobs. Published by G. P. Putnam's Sons, 27 West 23d Street, New York City.
- FAIRY TALES FROM THE FAR NORTH.—Peter Christian Asbjornsen. Published by David Nutt, 57 Long Acre, W. C., London.
- FOR THE CHILDREN'S HOUR.—Carolyn S. Bailey and Clara M. Lewis. Published by Milton Bradley & Co., Springfield, Mass.
- GRIMM'S POPULAR TALES.—Introduction by John Ruskin. Illustrations by George Cruikshank. Edited by Edgar Taylor. Published by Chatto & Windus, Piccadilly, London.
- JUST-SO STORIES.—Rudyard Kipling. Published by Doubleday, Page & Co., 133 East 16th Street, New York City.
- MORE ENGLISH FAIRY TALES.—Joseph Jacobs. Published by G. P. Putnam's Sons, 27 West 23d St., New York City.
- MORE MOTHER STORIES.—Maud Lindsay. Published by Milton Bradley & Co., Springfield, Mass.
- MOTHER STORIES.—Maud Lindsay. Published by Milton Bradley & Co., Springfield, Mass.
- PICTURE BOOKS.—Randolph Caldecott. Published by Frederick Warne & Co., 36 East 22d Street, New York City.
- PICTURE BOOKS.—Walter Crane. Published by John Lane Company, 110 West 32d Street, New York City.
- PICTURE BOOKS.—L. Leslie Brooks. Published by Frederick Warne & Co., 36 East 22d Street, New York City.
- THE SUMMERS FIRST READER.—Maud Summers. Published by Frank D. Beattys & Co., 225 Fifth Avenue, New York City.

FOR THE OLDER CHILDREN.

- THE ACHIEVEMENT.—Forrest Crissey. Published by Harper & Brothers, 325 Pearl Street, New York City.
- ALICE IN WONDERLAND.—Lewis Carroll. Illustrated by Sir John Tenniel. Published by Macmillan Company, 64 Fifth Avenue, New York City.
- ALICE THROUGH THE LOOKING-GLASS.—Lewis Carroll. Illustrated by Sir John Tenniel. Published by Macmillan Company, 64 Fifth Avenue, New York City.
- THE ARABIAN NIGHTS.—Edited by Andrew Lang. Published by Longmans, Green & Co., 91 Fifth Avenue, New York City.

- THE BIOGRAPHY OF A GRISSLY.—Ernest Thompson-Seton. Published by the Century Company, 33 East 17th Street, New York City.
- BOOK OF OLD ENGLISH BALLADS.—Hamilton Wright Mabie. Published by Macmillan Company, 64 Fifth Avenue, New York City.
- CUORO: AN ITALIAN SCHOOL-BOY'S JOURNAL.—Edmondo de Amicis. Published by Crowell Publishing Co., 11 East 24th Street, New York City.
- THE DEERSLAYER.—James Fenimore Cooper. Published by Macmillan Company, 64 Fifth Avenue, New York City.
- DON QUIXOTE.—Edited by Mary E. Burt and Lucy L. Cable. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- FANCIFUL TALES.—Frank R. Stockton. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- HANS BRINKER AND THE SILVER CUP.—Mary Mapes Dodge. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- HERKALES, THE HERO OF THEBES.—Edited by Mary E. Burt. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- IN THE DAYS OF GIANTS.—Abbie Farwell Brown. Published by Houghton, Mifflin & Co., 4 Park Street, Boston, Mass.
- IVANHOE (Luxembourg Edition).—Sir Walter Scott. Published by Crowell Publishing Co., 11 East 24th Street, New York City.
- JUNGLE BOOKS.—Rudyard Kipling. The Century Company, 33 East 17th Street, New York City.
- KING ARTHUR AND HIS KNIGHTS.—Maud Radford. Published by Rand, McNally & Co., 166 Adams Street, Chicago, Ill.
- LAST OF THE MOHICANS.—James Fenimore Cooper. Published by Macmillan Company, 64 Fifth Avenue, New York City.
- LAYS OF ANCIENT ROME.—Thomas Babington Macaulay. Published by Longmans, Green & Co., 91 Fifth Avenue, New York City.
- LOBO, RAG AND VIXON.—Ernest Thompson-Seton. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- THE MARVELOUS ADVENTURES OF PINOCCHIO.—Carlo Lorenzini. Published by Doubleday, Page & Co., 133 East 16th Street, New York City.
- MERRY ADVENTURES OF ROBIN HOOD.—Howard Pyle. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- NIGHTS WITH UNCLE REMUS.—Joel Chandler Harris. Published by Houghton, Mifflin & Co., 4 Park Street, Boston, Mass.
- NORSE STORIES AS TOLD FROM THE EDDAS.—Hamilton Wright Mabie. Published by Dodd, Mead & Co., 372 Fifth Avenue, New York City.
- ODYSSEUS, THE HERO OF ITHICA.—Edited by Mary E. Burt. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- ROBIN HOOD (Poetry).—Mrs. Lucy Fitch Perkins. Published by Frederick A. Stokes Company, 333 Fourth Avenue, New York City.

- ROBINSON CRUSOE.—Daniel Defoe. Illustrated by Brothers Louis and Frederick Rhead. Published by E. P. Dutton & Co., 31 West 23d Street, New York City.
- SONG OF HIAWATHA.—Henry W. Longfellow. Published by Houghton, Mifflin & Co., 4 Park Street, Boston, Mass.
- THE SPY (Mohawk Edition).—James Fenimore Cooper. Published by G. P. Putnam's Sons, 27 West 23d Street, New York City.
- THE STORY OF AB.—Stanley Waterloo. Published by Doubleday, Page & Co., 133 East 16th Street, New York City.
- STORIES OF THE GORILLA COUNTRY.—Paul du Chaillu. Published by Harper & Brothers, 325 Pearl Street, New York City.
- STORY OF KING ARTHUR AND HIS KNIGHTS.—Howard Pyle. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- THE STORY OF ROLAND.—James Baldwin. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- THE STORY OF SIEGFRIED.—James Baldwin. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- SWISS FAMILY ROBINSON.—Johann Rudolph Wyss. Edited by W. H. G. Kingston. Published by E. P. Dutton & Co., 31 West 23d Street, New York City.
- TANGLEWOOD TALES.—Nathaniel Hawthorne. Published by Houghton, Mifflin & Co., 4 Park Street, Boston, Mass.
- THE TRAIL OF THE SANDHILL STAG.—Ernest Thompson-Seton. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- WILD ANIMALS I HAVE KNOWN.—Ernest Thompson-Seton. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- WONDER BOOK.—Nathaniel Hawthorne. Published by Houghton, Mifflin & Co., 4 Park Street, Boston, Mass.
- WONDER TALES OF WAGNER.—Anna Alice Chapin. Published by Harper & Brothers, 325 Pearl Street, New York City.
- WONDERFUL ADVENTURES OF NILS.—Selma Lagerlof. Published by Doubleday, Page & Co., 133 East 16th Street, New York City.

Also all the novels of Sir Walter Scott, ballads such as Paul Revere, by Henry W. Longfellow, and similar ballads by Oliver Wendell Holmes, John Greenleaf Whittier, and other authors.

FORM OF BEQUEST.

*I give and bequeath unto the PLAYGROUND
ASSOCIATION OF AMERICA the sum of
dollars, to be applied to the uses and
purposes of the Association, and the receipt of the Presi-
dent and Treasurer thereof shall be a sufficient discharge
to my executors for the same.*



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Playground Associations

THE NATIONAL ASSOCIATION. The aim of the Playground Association of America is to aid the playground movement by helping local organizations, by furnishing printed matter, loaning lantern slides, counselling with reference to plans and policies, securing speakers, etc.

ITS MONTHLY MAGAZINE, entitled "The Playground," is a propagandist publication. The Association also publishes the Proceedings of its annual congress and reprints articles on all phases of playground work, furnishing them at cost prices to local bodies.

THE FINANCIAL SUPPORT of the Playground Association of America depends entirely on the generosity of interested individuals. It is neither endowed nor subsidized in any way. The Chairman and Secretary of the Playground Extension Committee of the Russell Sage Foundation are temporarily aiding the Playground Association of America without compensation from the Association.

LOCAL PLAYGROUND ASSOCIATIONS are the forces which educate the public to the point where playgrounds are supported by the city.

THE RELATION BETWEEN THE NATIONAL AND LOCAL ASSOCIATIONS is one of harmonious co-operation, but neither contributes financially to the support of the other. Local associations in which ten or more of the members join the National Association may nominate one of their members for election to the Council of the National Association.